**Lesson Plan Format**

**Teacher Candidate Carla Hitchcock Grade Level\_8th\_ Date of lesson\_\_\_Studying Conflicts\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

8.12.2 Identify the reasons for the development of federal Indian policy and the Plains Wars with American Indians and their relationship to agricultural development and industrialization

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been working in small groups on their newspaper articles. They will continue to conduct research.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

This lesson will encourage students to review and revise their research sources and newspaper articles. We will discuss conflicts between Native Americans and the United States Government/Military.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will take part in a classroom discussion.

They will complete a group conflict worksheet question and answers. They will continue to work on their unit newspaper project.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Documentary: <http://illianaroad.com/railroading/transcontinental-railroad/?tubepress_video=M3OM_UnnCNM&tubepress_page=1>

**Time line events between Native Americans and the U.S. Military from 1860-1870** [**http://www.pbs.org/weta/thewest/events/1860\_1870.htm**](http://www.pbs.org/weta/thewest/events/1860_1870.htm)

**Teaching Model/Strategy**

This lesson will be an inquiry based discussion. We will view a documentary, pictures and accounts from both the Native Americans and United States Military in regards to the Transcontinental Railroad. The class will get into their small groups and conduct research regarding conflict from differing sides.

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

The class will listen to the song “[Don’t Drink the Water](http://www.youtube.com/watch?v=DbC2iMFMcuk)” by the Dave Mathews Band. I will pass out a copy of the lyrics. I will ask students what comes to mind as they listen and read the lyrics. We will watch the BBC documentary titled, “[Transcontinental Railroad](http://illianaroad.com/railroading/transcontinental-railroad/?tubepress_video=M3OM_UnnCNM&tubepress_page=1).” We will have a class discussion about what underlying motives that make groups of people act in different ways.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

After watching the documentary I have the class view and discuss two primary source documents, an excerpt from [President Author’s Indian Reform Policy](http://www.pbs.org/weta/thewest/resources/archives/seven/indpol.htm), and [The Dawes Act](http://www.pbs.org/weta/thewest/resources/archives/eight/dawes.htm).

After students have read the first document make two columns on the black board, one labeled "problems" and the other "solutions." Elicit from students the following information and list their answers on the board:

What problems does Arthur identify regarding the U.S. government and the Indians? List them.

What solutions does Arthur offer to remedy the situation?

Whom does Arthur blame, if anyone, for the sorry state of Indian and U.S. relations?

What is the "tone" of his speech?

How does Arthur view American Indians?

What do you think are his sources of information?

What is your opinion of the solutions he puts forth? Debate them one by one.

Now turn to the extract from the Dawes Act. Ask students

In what ways does the Dawes Act seems to remedy the problems identified by Arthur?

In what ways does the act seem to be protecting Indians?

In what way(s) does the act weaken and dismantle the power of Indian nations?

What do you predict will be the outcome of the Dawes Act on Indian nations? (PBS The West)

The class will also analyze the photo below.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

This lesson provides further understanding of conflict between Native Americans and The United States government as the Railroad was constructed through Native American lands. The documentary provides quotes from a historical perspective from several key figures. Students will continue to revise and review the Newspaper project.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

